Province of British Columbia
Ministry of Education
Hon. Jack Heinrich, Minister

Secondary School Graduation Requirements

A Discussion Paper

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FOREWORD

Throughout the past century, the public school system of British Columbia has attempted to modify and adjust its curriculum requirements to meet the needs of a changing society.

There is no question that our school system, by being sensitive to changing expectations over the past 100 years, has made an enormous contribution to the social and economic well-being of the province. It has become clear, as well, that our ability as a society to continue to grow both intellectually and economically is dependent on the vitality of our schools and their ability to respond to new challenges.

In recent years rapid technological advances, combined with a difficult economic climate, have had a major impact on the nature of our society and, in turn, on the demands now being placed on our senior secondary schools in particular. The public at large, and parents especially, are demanding that secondary schools provide all students with a greater sense of challenge, increased clarity of direction and better recognition of accomplishment.

One response to these demands has been the implementation of provincial examinations.

This paper presents a proposal for curriculum change that attempts to provide an additional response to these concerns. Specifically, the paper considers possible changes in the graduation requirements of British Columbia schools.

The paper begins with a brief historical overview of graduation requirements in the province. This is followed by a series of observations which identify concerns which need to be addressed and by a statement of principles that form the basis of the proposal. The paper concludes with proposed changes to graduation requirements.

It is hoped that this discussion paper will stimulate response and further suggestions. The Ministry of Education encourages parents, students, employers and other members of the public, as well as members of the professional community, to respond to the direction of this paper.

Comments should be submitted to the Ministry of Education prior to May 31, 1984. Your response should be addressed to:

Graduation '87
Ministry of Education
Parliament Buildings
Victoria BC V8V 1X4

SECONDARY SCHOOL GRADUATION REQUIREMENTS

HISTORICAL OVERVIEW

Introduction

In the early 1920's, approximately 25 percent of B.C. students enrolled in grade 8 continued to grade 11. Fifty years later, the retention rate had risen to something in excess of 90 percent. Clearly, society's view that access to secondary school training was only for students going on to the professions was being replaced with a perception that high school education was to be available for all young men and women, including those with physical and mental handicaps.

With a greater percentage of students staying in school, the goal was to make available programs that would cater to differing ability levels of students and to their diverse needs and aspirations. Employers who had previously demanded grade 8 or, later, grade 10 completion as a job entry requirement came to expect grade 12 completion from applicants for jobs. Educators responded by broadening the base of curriculum offerings and struggled to provide meaningful education for "everyman's child." In addition, pressure was applied to include a variety of subjects never before thought of as the schools' responsibility, such as health education, environmental education, leisure education, consumer education, and so on.

What follows is a brief summary of how the structure of curriculum has changed over the past fifty years.

1930's - 1950's

Following the Putnam Weir Royal Commission of 1925, the program of studies for high schools was restructured to accommodate the growing number of students enrolling in secondary schools in the province. In the 1930's three graduation programs were offered: the General Course, for students not going on to university; the Junior Matriculation Course, for students going on to university; and the Normal Entrance Course, for students intending to become teachers. Prescribed for all three programs was a common core of English, Social Studies and Health and Physical Education courses "intended to give a body of common culture and effect social integration."

In the 1940's the "Programme of Studies for the High Schools of British Columbia (1941)" indicated that there would be only one high school graduation diploma and that university entrance requirements represented one means of satisfying the requirements for graduation. The program of studies outlined basic graduation requirements and described university entrance requirements as well.

The curriculum organization at the high school level in the 1950's emphasized that the junior high years (grades 7-9) would be exploratory years but at the senior level (grades 10-12), students were expected to study one or more areas in depth. For purposes of in-depth study a system of "majors" was introduced. To complete a major, students were expected to take one or two advanced electives in a subject area after completing prerequisite courses. For example, a student could complete a mathematics major by taking Mathematics 91 after completing mathematics courses at the grades 9, 10 and 11 levels.

Two graduation programs were available: the General Program in which the students took a common core of subjects and completed one major, and the Academic Program in which students took a common core of subjects and completed three majors.

The 1960's

Major changes in the curriculum structure for secondary schools followed in the wake of the 1961 Chant Royal Commission on Education. Grade 7 became the last year in the elementary structure. The junior secondary years (grades 8-10) became years in which students could explore a variety of areas and qualify for senior secondary school programs. Secondary school graduation requirements were based on course work done during the grade 11 and 12 years, which became the years of specialization.

To accommodate specialization, the senior secondary school curriculum was organized into a series of programs: Academic and Technical, Commercial, Industrial, Community Services (Home Economics), Visual and Performing Arts, and Agriculture. Each student was expected to qualify for one or more of the programs while completing the junior secondary years and to take one of the outlined programs at the senior secondary level. To graduate, the requirements of one of the programs had to be met.

The 1970s

In the 1970-71 school year, the secondary school curriculum organization that had emerged after publication of the Chant Commission Report was reviewed by an advisory committee to the Ministry of Education. The basic conclusion was that the existing structure appeared to work well for the majority of students, but there was a significant group of students for whom the structure was inappropriate in terms of their abilities and the breadth of options available in their schools. The committee recommended that:

- There should be a standard number of courses required for graduation by all students, and each graduation program should require a minimum number of '12' level courses;

- An option should be provided that would not lock students in to a specific program;

- A conscious effort should be made to separate graduation requirements from requirements for entry into post-secondary institutions. (Alerting students to post-secondary entrance requirements was considered to be a counselling function.)

In the structure that emerged in September, 1972 the junior secondary organization remained relatively unchanged as did the philosophy that saw the junior secondary years as exploratory and the senior secondary years as years of specialization.

At the senior secondary level, two basic graduation programs were established: the Selected Studies Program and the Combined Studies Program. Common to both programs was a set of courses referred to as "General Education Constants." To complete graduation requirements on the Selected Studies Program, students were expected to complete a minimum of six courses from one specialty area--Arts and Science, Commercial, Industrial, Community Services, Visual and Performing Arts, or Agriculture: students on a Combined Studies Program were expected to complete a minimum number of courses selected freely from prescribed courses at the 11/12 level. For both programs students were required to complete a minimum of twelve senior secondary courses, at least four of which (English 12 and three others) were to be at the '12' level. Within the twelve courses, students were allowed to include a maximum of two locally developed courses, although the locally developed courses could not be used to satisfy the '12' level course requirements.

Present (1980s) Structure

When the Selected and Combined Studies Programs were established in the 1970's, it was believed that the great majority of students would elect to take a Selected Studies graduation program. Such was not the case. For whatever reasons, most students selected the Combined Studies program, and within it, many satisfied minimum graduation requirements only. Given this situation, it was decided to do away with the Selected Studies/Combined Studies structure rather than to seek ways to change the balance. Graduation requirements beyond the General Education Constants, which were retained, were expressed simply in terms of number and level of courses.

Table 1 summarizes current grade 11-12 provincial curriculum requirements. Graduation requirements over the past fifty years in the province are displayed in Table 2. Table 3 describes current requirements of other Canadian provinces.

TABLE 1

Current Curriculum Requirements in British Columbia
Grades 1 - 12

Elementary (1 - 7)

- Language Arts
- Mathematics
- Social Studies
- Science
- Fine Arts
- Physical Education

Junior Secondary (8 - 10)

Grade 8

- English
- Mathematics
- Social Studies
- Science
- Physical Ed., Health, Guidance
- Fine Arts
- Industrial Education/ Home Economics
- French

Grade 9

- English
- Mathematics
- Social Studies
- Science
- Physical Ed., Health, Guidance
- 2 or 3 electives

Grade 10

- English
- Mathematics
- Social Studies
- Science
- Physical Ed., Health, Guidance
- Consumer Education (may be deferred)
- 1 or 2 electives

Senior Secondary (11, 12)

Successful completion of 12 courses including:

- English 11 and 12
- Physical Education/Health/Guidance 11
- Social Studies 11
- + 8 additional courses numbered 11 and 12, 3 of which must be numbered 12. Options include a wide range of Fine Arts, Practical Arts and Arts & Science courses.

Time allocations in each area are prescribed by the Ministry of Education. These can be found in the Administrative Handbook for Elementary and Secondary Schools.

Table 2

NUMBER AND NATURE OF COURSES [1]
REQUIRED TO GRADUATE
GRADES 11 AND 12 (B.C.)

	1930s Acad./Other		1940s Acad./Other		1950s Acad./Other		1960s Acad./Other		1970s [2] Acad./Other		1980s [3] Acad./Other	
English	2.6	2.6	2	2	2	2	2	2	2	2	2	2
Social Studies	1.4	1.4	1	1	1	1	1	1	1	1	1	1
H/PE/Gu	.8	.8	1.2	1.2	1	1	1	1	1	1	1	1
Mathematics	2.2		2		1		1	0-1	1		1	
Sciences	2		1				1		1		1	
Languages	1.6		1				1		1		1	
Subtotal	10.6	4.8	8.2	4.2	5	4	7	4-5	7	4	7	4
Electives	1.6	7.2	3	7	7	8	3	8-7	5	8	5	8
Total	12	12	11.2	11.2	12	12	10	12	12	12	12	12

Notes:

1. In the '30s, '40s, and '50s, graduation requirements were listed in terms of credits. A credit was granted for a 45 minute period per week taken over a year. For table purposes, the credits are converted to courses. Five credits are considered to be one course.

   Example for 1930's - Social Studies.

   Students were required to take 14 credits over the four years. Converted to courses, 14 credits = 14/5 = 2.8 for four years, or 1.4 for two years.

2. For the 1970s (and present) academic requirements reflect the entrance requirements of universities.

3. If Consumer Education 9/10 not taken, then Consumer Education 12 must be taken. If so, required courses rise by 1.

Table 3

GRADUATION REQUIREMENTS, B.C. AND OTHER PROVINCES [1]
GRADES 11 AND 12
BY NUMBER AND NATURE OF COURSES

		B.C.[3,4]	Alta.	Sask.	Man.	Ont.	N.B.	P.E.I.	N.S.
REQUIRED	English	2	2	2	2	2	2	2	2
	Social Studies	1	1	1	1	0	1	0	0
	H/PE/Gu	1	0	0	0	0	0	0	0
	Mathematics	0	0	1	1	0	1	1	0
	Sciences	0	0		1	0	0	0	0
	Languages	0	0	0	0	0	0	0	0
	Subtotal	4	3	4	5	2	4	3	2
	Electives	8	9	7	7	10	6	7	10
	Total	12	12	11	12	12	10 [2]	10 [2]	12
		4 '12' level courses	3 '12' level courses	2 '12' level courses	1 '12' level courses	changes forecast	General may omit 1 SS & 1 Lang. 1 '12' level course (En)	4 '12' level courses	4 '12' level courses

Notes:

1. Quebec and Newfoundland are not included as graduation occurs at Grade 11 level. (Newfoundland is now moving to a grade 12 requirement)

2. In some provinces extra time is required for certain subjects such as English (hence the lower total of courses required).

3. B.C. is the only province requiring a Physical Education course beyond the Grade 10 level.

4. For B.C. - if student does not take Consumer Education 9/10 then Consumer Education 12 is required; total required courses would go to 5 and electives to 7.

OBSERVATIONS

Streaming

At what grade level should a student be expected to make an important career decision? When should students be streamed into particular programs that lead to different career paths?

As secondary schools attempted over the years to adjust their curriculum structures to meet the demands of high retention rates, the question of streaming was resolved in various ways.

In the early part of the century, grade 8 government exams were used to determine who was to enter grade 9, the first year of high school at the time. These exams in effect determined which students would be enrolled in the high schools, which catered primarily to those students planning to enter university. Students who failed these exams could repeat grade 8 or enter the job market.

In the 1940's and 1950's students were expected to select a career path at the end of grade 8 or 9. In grades 9 or 10 the common prescribed courses--English, Mathematics, Social Studies and Science--were usually divided into two sets of courses, academic and non-academic. Students selecting the academic stream could easily shift to the non-academic stream in senior secondary school, but the reverse was considerably more difficult.

Since the early 1960's, the junior secondary curriculum has provided all students with a common curriculum emphasizing the core areas of English, Mathematics, Science, Social Studies and Physical and Health Education, combined with opportunities to explore other areas in the Fine Arts and Practical Arts. Students are expected, at the end of grade 10, to make important career decisions in planning their grade 11 and 12 program.

For the past ten years or so, junior secondary schools have been faced with pressures to differentiate programs to accommodate a variety of student abilities. Many have responded by creating separate courses in the core subjects. Many schools, for example, currently offer two sets of mathematics courses: one set for the more able students and another set of courses for lower achieving students. The overall effect of this streaming is uncertain. On one hand streaming systems that assign students to classes based on predictions of their academic performance allow the creation of a very demanding curriculum for the most able students, and standards can be seen as very high. On the other hand, curriculum expectations for other students are not as high and, correspondingly, neither is their academic performance.

The Ministry of Education recognizes that current practice in many schools is inconsistent with provincial policy. This paper advances the position that a common junior secondary curriculum that sets high expectations for all students in a core academic program and that does not disqualify, on a systematic basis, any student for any senior secondary program is the preferable path. At the same time, it is recognized that there will be a continued need to modify courses on an individual basis to provide achievable goals for some students.

Nevertheless, in view of the inconsistency between current provincial policy and actual practice in many schools, it is obvious that the subject of streaming at the junior secondary level requires further review. The discussion of new graduation requirements provides a good opportunity to re-examine this important issue.

Senior Secondary Grades

The effect of eliminating the Selected Studies Program, which required students to complete a minimum number of courses from an area of specialty, was the creation of a buffet of courses in grades 11 and 12. This lack of an obvious program structure has not served to help students develop a focussed program that provides a sense of direction and accomplishment in their last two years of school. The senior secondary years for some students have become even more exploratory than the junior years.

The absence of a clear program structure has made counselling a difficult task, and students, teachers, parents and employers are often confused over the content and meaning of graduation certificates.

In spite of these difficuties, many students select courses wisely, based on clear aspirations, good counselling and direct parental advice. Some, however, make course selections based on criteria such as where friends are going, which courses do not require prerequisites, who the teachers are, and when courses are scheduled during the day.

These are problems which need to be addressed. In addition, it seems necessary to reaffirm the central importance of English, mathematics, science and social studies in the programs of all students. For those bound for post-secondary education, the need is clear. Others headed for the workplace will need this emphasis as well, balanced with career training, as the changing nature of the workplace demands a greater understanding of international developments and an increasing competence in language, computation, and technological literacy.

Access to Fine Arts courses continues to be important as well, in order that students can complete their education through experiences that courses in Art, Music and Drama can provide.

Special Needs Students

For many years, schools have been charged with the responsibility to provide an appropriate education to all students, including those with lower academic ability and those with handicaps and learning disabilities. In recent years, schools have moved toward integrating these students into regular programs and classes. In the process of raising expectations for all students, the special needs student requires an appropriate level of challenge as well.

Schools have accommodated this focus with a variety of programs set through local judgements about individual needs. Programs have been adjusted and courses have been modified toward minimum essentials which become the focus for learning assistance programs. These adjustments will continue, and will be encouraged by the Ministry of Education.

At the same time, there will be some students who will not achieve graduation according to the requirements proposed in this paper. Nevertheless, their achievements should be recognized with some form of certification of accomplishment.

Therefore, in order to offer an achievable standard for special needs students, the practice of permitting schools to award credit for courses modified toward minimum essentials, when designated as such, may be continued.

This proposal is only one way of addressing this concern. There are other proposals that should be considered, and further comment is invited.

TOWARDS A RESTRUCTURING OF GRADUATION REQUIREMENTS

The challenge now is to provide students and parents with a grade 11 and 12 curriculum structure that provides structure and a sense of direction, yet which will also accommodate a range of abilities, interests and aspirations. In addition, the curriculum structure must be workable in a variety of school situations created by differing school sizes, community characteristics and staff talents.

The plan for restructuring graduation requirements presented in this paper is based on the following principles:

- Variation
  All students should have access, within the constraints of what a given school can offer, to a program of studies that is challenging, yet appropriate to their needs, abilities, and aspirations. There continues to be a need for a variety of course offerings in both prescribed and elective areas at a range of levels.

- Priority
  There is a need to establish an appropriate balance between general education and specialization course offerings that range from "required for all students" in areas such as English, Mathematics, Science, Social Studies and Physical Education, to areas available for "free selection".

- Recognition
  The graduation certificate should display clearly the course of studies followed by the individual student, including major areas of study.

Proposed changes

Over the years, graduation requirements have changed in terms of program organization, the number of course required overall, and the nature of specific reqirements in subjects such as English and Mathematics. The plan presented in this paper is very close to the system that existed in B.C. prior to 1972 in that it proposes a program structure. There are, however, marked differences.

The following are the major changes being proposed.

- The number of courses required for graduation will be increased. While students will still be expected to enrol in a minimum of fourteen courses, the minumum number of courses to be successfully completed will be increased from twelve to thirteen.

- The curriculum will be organized into a structure that will require students to select one of three programs of study: Arts and Science, Applied Arts and Science, or Career Preparation.

- Students choosing the Arts and Science Program will be required to complete one 11-level language course and to select four 12-level academic courses in addition to English 12. Within the Applied Arts and Science Program, students who complete two 12-level courses from a specialty area will have this recognized on the graduation diploma. Students selecting the Career Preparation Program will have their area of specialty recognized on the graduation diploma as well.

- Students will be required to complete at least one course in Mathematics and one course in Science during their senior secondary years. A selection of courses will be made available to service a range of abilities and goals.

- A distinction is made between specialty courses, defined as courses having prerequisites at the previous level, and elective courses, which may be taken without prerequisites.

- In addition to the 12 - level English requirement, the number of required 12 - level courses will be increased from three to four, selected from courses that have grade 11 prerequisites.

- Current graduation requirements recognize the prime importance of acquiring communication and literacy skills in that English is now required in all 12 years of school. At the senior secondary level, however, there are differences in the nature of knowledge and the areas of application. For this reason, the majority of schools in the province offer differentiated courses in English. This plan legitimizes those arrangements and provides alternate courses in English in grades 11 and 12 that will be more appropriate to the nature of the student population, its needs, and its goals.

- Physical Education becomes an elective program available for selection, rather than a required course for all students, at the Senior Secondary level.

- Although students will be expected to make important career decisions at the end of grade 10, they will still be able to keep a range of options open through careful course selection. For example, a student selecting a Business Education specialty could still qualify for university admission by selecting the appropriate English, Mathematics and Science courses.

- There are some students who do not aim for graduation. These students obviously have open access to any arrangement of courses deemed appropriate, both provincial and local, so that their years in school can be as rewarding as possible.

Table 4 summarizes current and proposed requirements.

Detailed requirements are set out in the appendix on the chart entitled Minimum Graduation Requirements. The complete list of grade 11 and 12 courses is shown on the chart entitled Senior Secondary Courses and Prerequisites.

IMPLEMENTATION

Revised graduation requirements will begin an implementation pattern in September of 1984. Students entering grade 10 at this time will make grade 10 course selections which will qualify them for the new curriculum organization. Counselling procedures in the spring of 1984 should account for the changes. This timeline will permit schools and districts to adjust to new requirements.

In September of 1985, students will move into the second year of the revised structure and in September 1986, the third. The 1987 graduating class, then, will be the first group of students who will have met these requirements.

Consultation with senior secondary principals and simulation of course selection procedures based on this plan in several schools in the province have presented the Ministry with valuable feedback as to the implications of the plan for course enrolments, facilities requirements, teacher assignments, scheduling, and other administrative matters. In addition, broader feedback from the professional community and public is a necessary part of the refinement of this proposal.

TABLE 4 - GRADUATION REQUIREMENTS

Minimum Requirements

Grades 11 & 12	Current Requirements	Proposed Requirements
(Changes are proposed in the following areas)		
. Mathematics	0	1
. Science	0	1
. Electives	6	3
. Physical Education	1	0
. Major Areas of Study	None	must select one of three programs
. Specialty Courses	0	4 12-level courses + prerequisites
. 12-level Courses	3	
. minimum number of courses successfully completed	12	13
(No changes are proposed in the following areas)		
. English (an additional composition course is required of some students)	2	2
. Social Studies	1	1
. Consumer Education (if not taken in grade 9 or 10)	1	1
. Number of courses to be taken	14	14

Appendix

Curriculum Organization Charts

Notes Regarding Course Requirements

The majority of courses listed in the charts that follow are currently prescribed or authorized courses now in existence, and offered in schools to varying degrees. Not all schools, however, offer all courses listed, nor can they.

In order to provide appropriate options, several new courses will be developed by the Ministry.

- Science and Technology 11 will be a course designed for students who are not proceeding to university. It will have a general science emphasis in a core that builds on the new junior secondary science program. A variety of optional extensions that emphasize different applications of science will be available for selection according to the facilities and priorities of the schools.

- The Computer Science program will be extended to include a Grade 12 level course. Computer Science 11 will be re-developed to provide a more appropriate instructional package than it currently contains, given the great advances in the micro-processing field in the last few years.

- Communications 11 and 12 will be alternative courses to English 11 and 12 and will be designed for students who do not intend to go on to university. Communications 11 and 12 will focus on practical literacy skills combined with a substantial literature component.

- Adjustments will be made to Agriculture 11 and Foods and Nutrition 11 to provide a greater emphasis on the scientific dimension in order to qualify as applied science courses.

- Adjustments will be made to Graphics 11 and 12 to provide a career - oriented focus.

- Courses in Japanese and Chinese (Mandarin) will need to be developed as provincial courses, although good locally-developed courses do exist in these areas.

MINIMUM GRADUATION REQUIREMENTS

GENERAL REQUIREMENTS - A minimum of 13 courses numbered 11 and 12

REQUIRED COURSES	ARTS AND SCIENCE	APPLIED ARTS AND SCIENCES	CAREER PREPARATION
ENGLISH • minimum 2 courses (one '11' level) (one '12' level) • Composition 11 if required	• English 11 • English 12	From Arts and Science List or • Communications 11 • Communications 12	From Arts and Science List or • Communications 11 • Communications 12
MATHEMATICS • minimum 1 course	• Algebra 11	From Arts and Science List or • Computer Studies 11 • Consumer Math 11 • Trades Math 11 • Accounting 11	From Arts and Science List or • Computer Studies 11 • Consumer Math 11 • Trades Math 11 • Accounting 11
SCIENCE • minimum 1 course	• Biology 11 • Chemistry 11 • Physics 11 • Earth Science 11	From Arts and Science List or • Science and Technology 11 • Data/Systems 11 • Nutrition Science 11 • Agricultural Science 11	From Arts and Science List or • Science and Technology 11 • Data/Systems 11 • Nutrition Science 11 • Agricultural Science 11
SOCIAL STUDIES • minimum 1 course	• Social Studies 11	• Social Studies 11	• Social Studies 11
LANGUAGES • minimum 1 course (Arts & Science only)	• French 11 • German 11 • Spanish 11 • Latin 11 • Japanese 11 • Chinese 11 (Mandarin)	• no requirements	• no requirements

SPECIALTY COURSES			
	• Minimum 4 '12' level courses from Arts & Science Category	• Minimum 4 '12' level courses • Minimum 2 '12' level courses from one specialty subject area for 'specialty' designation	• Minimum of six approved career preparation courses
• All '12' level courses in this category have '11' level prerequisities	ENGLISH • English Lit 12 MATHEMATICS • Computer Sc. 12 • Algebra 12 • Geometry 12 • Prob & Stat 12 SCIENCE • Biology 12 • Chemistry 12 • Physics 12 • Geology 12 SOCIAL STUDIES • History 12 • Geography 12 • Western Civil. 12 LANGUAGES • French 12, 12A • German 12 • Spanish 12 • Latin 12 • Japanese 12 • Chinese 12 (Mandarin)	BUSINESS EDUCATION • Off. Procedure 12 • Accounting 12 • Shorthand 12 • Business Com 12 • Marketing 12 • Mach Cal&Pro 12 • Advanced Ac 12 INDUSTRIAL EDUCATION • Const 12, 12A, 12B • Agriculture 12 • Drafting 12 • Farm Mech 12 • Electronics 12 • Graphics 12 • Metal 12 • Mechanics 12 • Technology 12 HOME ECONOMICS • Foods & Nutr 12 • Cloth & Tex 12 • Caf 12A, 12B VISUAL & PERFORMING ARTS • ART: • Art 12(2D)(3D) • Art 12 • Art Careers 12 • MUSIC: • Band 12 • Chorus 12 • Strings 12 • Music Comp 12 • THEATRE: • Stagecraft 12 • Acting 12 • Dir&Scriptwr 12	• PROVINCIAL CAREER PROGRAMS General Mechanics Hospitality/Tourism Business Education Metal Fabrication Graphics • PROVINCIALLY APPROVED DISTRICT CAREER PREPARATION PROGRAMS • OCCUPATIONAL CORE & TRADE SPECIALTIES (TRAC) • WORK EXPERIENCE
	• Consumer Education 12 must be taken if Consumer Education 9/10 has not been successfully completed. With the exception of Arts and Science, Consumer Education 12 credit can be used as one of four '12' level courses required. • With the exception of Arts and Science Major, English 12 may be used as one of four '12' level courses if taken in addition to Communications 12.		

ELECTIVE COURSES	No minimum; no prequisites required. Courses may be selected from full range of provincial courses available, as well as locally developed courses.

SENIOR SECONDARY COURSES AND PREREQUISITES

'12' Level Courses	'11' Level Prerequisites and Electives	Junior Secondary Prequisites
ENGLISH		
• English 12	• English 11 OR Communications 11 and Composition 11	• English 10
• English Literature 12	• English 11	• English 10
• Communications 12	• English 11 OR Communications 11	• English 10
---	• Writing 11	• English 10
---	• Composition 11	• English 10
		• English 10
MATHEMATICS		
• Algebra 12	• Algebra 11	• Math 10
• Probability & Statistics 12	• Algebra 11	• Math 10
• Geometry 12	• Algebra 11	• Math 10
• Computer Science 12	• Computer Studies 11	• Math 10
---	• Consumer Math 11	• Math 10
---	• Trades Math 11	• Math 10
SCIENCE		
• Biology 12	• Biology 11	• Science 10
• Chemistry 12	• Chemistry 11	• Science 10
• Physics 12	• Physics 11	• Science 10
• Geology 12	• Earth Science 11	• Science 10
---	• Science & Technology 11	• Science 10
SOCIAL STUDIES		
• History 12	• Social Studies 11	• Social Studies 10
• Geography 12	• Social Studies 11	• Social Studies 10
• Western Civilization 12	• Social Studies 11	• Social Studies 10
---	• Law 11	• Social Studies 10
---	• Economics 11	• Social Studies 10
LANGUAGES		
• French 12	• French 11	• French 10
• French 12A	• French 11 (also French 12)	• French 10
• German 12	• German 11	• German 10 OR Beginners' German 11
• Latin 12	• Latin 11	• Latin 10 OR Beginners' Latin 11
• Spanish 12	• Spanish 11	• Spanish 10 OR Beginners' Spanish 11
---	• Beginners' Italian 11	---
---	• Beginners' Russian 11	---
---	• Beginners' German 11	---
---	• Beginners' Latin 11	---
---	• Beginners' Spanish 11	---
• Japanese 12	• Japanese 11	• Japanese 10 OR Introductory Japanese 11
• Chinese 12 (Mandarin)	• Chinese 11 (Mandarin)	• Chinese 10 OR Introductory Chinese 11 (Mandarin)
BUSINESS EDUCATION		
• Shorthand 12	• Shorthand 11	• Typing 9 or Personal Typing 11 plus Shorthand 10/11A
• Marketing 12	• Marketing 11	---
• Office Procedures 12	• Office Procedures 11	• Typing 10
• Accounting 12	• Introductory Accounting 11	---
• Advanced Accounting 12	• Introductory Accounting 11 (also Accounting 12)	---
• Machine Calc. & Procedures 12	---	---
• Business Communications 12	• English 11 OR Communication 11 and	• Typing 9 OR Personal Typing 11
• Organization & Management 12	---	---
• Consumer Education 12	---	---
---	• General Business 11	---
---	• Career Tying 11	• Typing 9 OR Personal Typing 11
---	• Data Processing 11	---
PHYSICAL EDUCATION		
• Community Recreation 12	• PE 11	• PE 10

'12' Level Courses	'11' Level Prerequisites and Electives	Junior Secondary Prerequisites
ART		
• Art 12 (2D, 3D)	• Art 11 (2D, 3D)	---
• Art Careers 12	• Art 11	---
MUSIC		
• Band 12	• Band 11	---
• Choral Music 12	• Choral 11	---
• Strings 12	• Strings 11	---
• Music Composition 12	• Music Composition 11	---
THEATRE		
• Acting 12	• Acting 11	---
• Stagecraft 12	• Stagecraft 11	---
• Directing & Scriptwriting 12	• Acting 11 OR Stagecraft 11	---
HOME ECONOMICS		
• Foods & Nutrition 12	• Nutrition Science 11	• Foods & Nutrition 9/10 OR Homes Economics 10 OR Intro. Foods & Nutrition 11
• Cafeteria 12A	• Nutrition Science 11	• Foods & Nutrition 9/10 OR Home Economics 10 OR Intro. Foods & Nutrition 11
• Cafeteria 12B	• Intro. Foods & Nutrition 11	---
• Clothing & Textiles 12	• Clothing & Textiles 11	• Clothing & Textiles 9/10 OR Intro. Clothing & Textiles 11
• Clothing & Textiles 12A	• Clothing & Textiles 11	---
• Clothing & Textiles 12B	• Clothing & Textiles 11	---
• Family Studies 12	---	---
• Housing & Int. Design 12	---	---
---	• Textile Arts & Crafts 11	---
CAREER PREPARATION		
• Career Preparation 12	• Career Preparation 11	---
General Mechanics	General Mechanics	
Hospitality/Tourism	Hospitality/Tourism	
Business Education	Business Education	
Metal Fabrication	Metal Fabrication	
Graphics	Graphics	
Approved Local Courses	Approved Local Courses	
AGRICULTURE		
• Agriculture 12	• Agriculture 11	---
• Farm Mechanics 12	• Farm Mechanics 11	---
INDUSTRIAL EDUCATION		
• Construction 12	• Construction 11	The prerequisites for I.E. 11 and 12 courses are not course-specific. Reference to I.E. 8-12 curriculum guide should be made.
• Drafting 12	• Drafting 11	
• Electronics 12	• Electronics 11	
• Mechanics 12	• Mechanics 11	
• Metal 12	• Metal 11	
• Technology 12	• Technology 11	

RESPONSE FORM

DISCUSSION PAPER: SECONDARY SCHOOL GRADUATION REQUIREMENTS

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1. Name: _____ Address: _____

   _____ _____

2. You are a: (please check ✔)

   - Parent with children in school _____
   - Parent with no children in school _____
   - Teacher/Educator _____
   - School Trustee _____
   - Student _____
   - Other _____ _____

3. What is your overall response to the directions proposed in the discussion paper?

1 strongly disagree	2 disagree	3 agree	4 strongly agree

4. COMMENTS: _____

_____

_____

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Please return before May 31, 1984 to:

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